

Pre-school Teachers' Perceptions Regarding The Concept of Creativity: A Metaphorical Study

By

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Abstract

This study aims at unveiling pre-school teachers' perceptions regarding the concept of creativity, how they conceptualize creativity through metaphors, and how this conceptualization is reflected in classroom practices. 348 pre-school teachers participated in the study. The study followed the qualitative case study method. The study is descriptive in the sense that it aims at examining teachers' conceptualizations of creativity. Pre-school teachers were given semi-structured interview questions such as "What do you think creativity is and what kind of creativity based activities are done in class?". To identify metaphors, they were given open-ended metaphors such as "According to you, creativity is like....because". Content analysis was done during the data analysis phase. The results suggest that pre-school teachers conceptualize creativity in relation to creating a new product, offering different solutions to problems, and thinking outside the box. Moreover, within the limitations of the curriculum, teachers find room for creativity based activities in all tasks that they do.

Keywords: *pre-school education, creativity, metaphor*